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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN
ENGLISH (SUBJECT A)

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ENGLISH OBJECTIVES: SET# 1

UNIT I

The Use of the Library and the Procedures of Research

A course which attempts to teach how to organize thoughts and express them clearly assumes that there are thoughts to organize. Three fundamental sources, it is commonly agreed, from which one receives stimuli that activates thinking are experience, observation, and what we are told by others. The use of the library and the procedures of research address themselves to the third source, what we are told by others. The experiences, observations, and thoughts of people, who either lived in the past, or who are contemporaries, can be found in books. The library houses data which has been recorded by these by men. Searching out, reading, and evaluating the writings of others is a method which can be used to help organize one's own thoughts into clear and coherent statements. The library is the institution, and the procedures of research a tool which are used in the pursuit of this goal.

Objectives

- I. GOAL: The student will learn how to use the library.
- Objective 1: During class, at a designated time, the student will go to the Santa Monica City College Library. He will locate and identify at least six reference books. He will also note the location and identify periodicals pertinent to the fields of literature, history, science, mathematics, political science, and economics. Time allotted 1 hr.
- Objective 2: In class, the student will make a list of four reference books in the SMCC Library, identify, locate, and explain the emphasis of each of the books. 30 minutes will be allotted for the exercise.
- Objective 3: In class, the student will write a list of at least three kinds of indexes located in the SMCC Library, give their location, and describe the kind of material found in each one. Each reference will contain 50-75 words. Time allotted for the writing will be 30 minutes.

Objective 4: In class, the student will identify, orally, one popular periodical and one scholarly periodical from the fields of literature, history, science, mathematics, political science, and economics which are obtainable in the SMCC Library. Each student will have 5 minutes for the oral presentation.

II. GOAL: The student will become acquainted with the procedures of research.

Objective 5: Outside of class, the student will prepare a bibliography of at least five references on ONE of the following: Hubert Humphrey, Nelson Rockefeller, Eugene McCarthy, Richard Nixon, or George C. Wallace. The bibliography is to be prepared on 4x6 cards and according to a specified form.

Objective 6: In class, the student will write an essay of 200-300 words on the topic, "The Man I Would Like to See Elected President in the Next Election." Student is to choose from one of the following: Hubert Humphrey, Nelson Rockefeller, Eugene McCarthy, Richard Nixon, or George C. Wallace. Essay is to include at least three reasons for and evidence to support the choice. Time allotted for writing will be 50 minutes. Students will be given a week's notice before the actual writing.

Objective 7: Outside of class, the student will prepare a bibliography on Ernest Hemingway from the card catalog of the SMCC Library. Bibliographical material is to be prepared on 4x6 cards and according to a specified form.

Objective 8: Outside of class, the student will read Ernest Hemingway's novel, The Sun Also Rises, and prepare a research paper on some aspect of the novel. The paper is to be typed, double-spaced, have from 1000-2500 words, and follow The MLA Style Sheet form. Paper is to be handed in one week before final examinations. The paper will be assessed according to organization, clarity of expression, and kind of material offered as evidence to support the thesis.

Criterion of performance is 90% with the exception of Objective 8. Research papers must be turned in for the student to receive a grade of "C" or better.

UNIT II

Rhetoric and the Paragraph

Rhetoric is a discipline which deals with two kinds of writing. One kind of writing is called representational and its essential features are narration and description. Another kind of writing is the one which is called discursive writing and its essential features are exposition and argumentation. Discursive writing, the one with which we will be mainly concerned, proceeds logically from topic to topic and reasons from premise to conclusion, or from particulars to generalizations. The paragraph is the natural unit of discursive writing. The ability to analyze and construct written material which is expository or argumentative is an important task.

Objectives

- I. Goal: The student will be able to construct an organized paragraph.
- Objective 1: In class, the student will be given a group of topic sentences from which he will choose one and then write a paragraph that shows development in specificity. The paragraph is to end with an appropriate conclusion. The paragraph will contain 50-100 words. Time allotted will be 15 minutes.
- Objective 2: In class, the student will write five thesis sentences. Each sentence will contain a main thought and a comment on the thought. Each sentence is to have from 15-30 words. 15 minutes will be allowed for the exercise.
- Objective 3: In class, the student will arrange the following group of sentences according to increasing specificity. 20 minutes will be allowed to complete the exercise.
- Objective 4: In class, the student will write an essay explaining why he chose a particular ordering of sentences in a paragraph as the most logical. The student will give as evidence for his choice, where appropriate, the use of definition, explanation, extended illustrations, analogy, comparison and contrast, restatement and amplification. Essay is to have from 100-300 words. Time allotted for writing will be 30 minutes.

II. GOAL: The student will learn how to analyze an essay.

Objective 5: In class, the student will list and define, in writing, the seven requirements which test the reliability of evidence presented to support a generalization. Each definition will have from 25-35 words. Time allotted for the exercise will be 20 minutes.

Objective 6: The student will be given three paragraphs in class and he will present, orally, the reasons why the paragraphs are written in a faulty manner. The student will have 5 minutes to make his presentation. The student will identify at least three errors in the paragraphs.

Objective 7: Outside of class, the student will read a group of assigned essays and come to class prepared to write a critical analysis of one of the essays selected. The analysis is to point out the main thesis, discuss the manner in which the author presents his evidence to support his thesis, and evaluate the conclusion.

A week's notice will be given to prepare for this objective. The book containing the essay may be opened in class. Time allotted for writing will be 40 minutes. Analysis will be assessed according to organization and clarity of expression. Essay will contain 100-300 words.

UNIT III

Language, Meaning, and Diction

Language is a means of communication. In a society such as ours, when new knowledge of every kind seeks to communicate, the medium of communication becomes a complex device. New words, meanings, and symbols constantly appear to communicate information. Thus, language operates as a flexible instrument which changes and grows as new demands are made on it. In order to evaluate what we read it is necessary to know what language is and what it does. The basic ideas of language, what it is and what it does, can be summed up as follows:

- (1) Spoken language and written language are different.
- (2) Language, as a device of communication, preserves a common culture and thereby perpetuates and fosters civilization.
- (3) Language is always in a state of change. Old words take on new meanings, new terms are introduced as the society grows, and sounds, grammatical structure, and usage also change.
- (4) Language includes special vocabularies in such fields as the sciences, the social sciences, history, art, and literature. These specialized vocabularies attempt to give man new insights into himself and the world around him.
- (5) Language acts to give man a sense of individuality as well as a sense of membership in his society.

With these concepts in mind, it can be said that each language reflects the history of its people and the institutions and cultural practices that make up their way of life.

Objectives

- I. GOAL: The student will understand how words and terms, signs and symbols are given their meanings.

Objective 1: Outside of class, the student will look up the word

"language" in a dictionary and come to class with printed material (magazine, book, newspaper) exemplifying three of the meanings of the word. The dictionary to be used is one which has been designated as acceptable, at the beginning of the course.

Objective 2: Outside of class, the student will arrange a list of words and terms, which will be designated, according to their classification in the field of study to which they belong: science, social science, education, business, and the humanities. Consult the dictionary if any of the terms are unfamiliar.

II. GOAL: The student will learn to differentiate between a symbol and a sign.

Objective 3: In class, the student will write a paragraph of 75-100 words defining the word "symbol" and describing its relationship to a referent. The paragraph is to include examples of symbols and evidence that a given symbol may mean something different in a culture other than our own. Time allotted for writing will be 30 minutes. Paragraph will be assessed on organization and clarity of expression.

Objective 4: In class, the student will write a paragraph of 75-100 words defining the word "sign" and describing its relationship to a referent. The paragraph is to include examples of signs and evidence that a given sign may have more than one meaning. Time allotted for writing will be 30 minutes. Paper will be assessed according to organization and clarity of expression.

III. GOAL: The student will learn to differentiate between denotation and connotation.

Objective 5: Outside of class, the student will make a list of ten words and use each word in a sentence which illustrates a denotative meaning and in a sentence which illustrates a connotative meaning. Denotative meaning a general, or nonemotional meaning and connotative illustrating that a word produces or arouses emotional responses. Each sentence is to contain 15-25 words.

Objective 6: In class, the student will write an essay of from 100-300 words explaining why he would like to be described by one term and not another. A list of terms will be supplied from which the student is to choose. The explanation is to include the denotative and connotative implications of the term. 30 minutes will be allotted for writing. A dictionary may be used to check the meaning of a term in question.

- Objective 7: Outside of class, the student will read a group of assigned essays in which he will identify terms and expression that each author uses in order to direct a point of view. The student will be prepared to discuss his findings, orally, in a class presentation. The student will have ten minutes to make his presentation.
- Objective 8: In class, the student will be given a group of words from which he will write an essay discussing the character or personality suggested of the person who compiled the grouping. Essay is to contain from 100-200 words. 50 minutes will be allotted for writing and a dictionary may be used.
- Objective 9: In class, the student will be given a list of words and he will write a clear definition of each term and a description of the connotations that have, so far, developed around it. Definition and description should have from 50-75 words. 30 minutes will be allotted for writing.
- Objective 10: Outside of class, the student will select two published criticisms of either a book, a movie, or a television program and write an essay of 200-500 words showing by detail, example, comparison, and contrast, which excels in clarity and effectiveness of denotative and connotative diction. One week's advanced notice will be given for preparation of the essay.

Criterion of performance is 80%.

UNIT IV

Controlling Ideas

There is no known way to predict when an idea will take form in the mind, nor is there a known pattern of the way in which ideas are formulated. Thus, when an individual believes that he has an idea one of the ways in which he can communicate his thought is to present it in a manner which is commonly practiced. That is to say that an external order must be applied to give shape and form to a concept so that it can be communicated. This external order is called reasoning, or logic. Two kinds of reasoning, or logic, are as follows:

(a) deductive reasoning which starts with a generalization, classifies the general into specifics and draws a conclusion from the two premises.

(b) inductive reasoning begins with a hypothetical idea and goes about gathering information which will ultimately prove or disprove the initial hypothesis.

In order to reason correctly (according to our culture) a particular methodology is employed. This unit will explore, in a cursory manner, the methodology involved in reasoning.

Objectives

I. GOAL: The student will understand the development and methods of definition.

Objective 1: In class, the student will write a paragraph of from 50-75 words in which he will set forth an idea and develop it. The student may make his own choice as to the idea he wishes to develop. The paragraph will be assessed according to organization and clarity of expression. 20 minutes will be allotted for the writing.

Objective 2: Outside of class, the student will write seven

individual paragraphs. Each paragraph to contain from 75-150 words. In each paragraph the student will set forth an idea and develop it in terms of the following:

- (1) a logical or formal definition
- (2) a definition by description
- (3) a definition by example
- (4) a definition by synonyms
- (5) a definition by comparison
- (6) a definition by contrast or negation
- (7) a definition by origin, process, or growth.

The same idea may be used for each definition, or the student may use different ideas for each definition. The paragraphs will be assessed for clarity of expression.

II. GOAL:

The student will become familiar with the procedure of inductive reasoning.

Objective 3: In class, the student will define and give an example, in writing, of the following:

- (a) evidence that is adequate
- (b) evidence that is relevant
- (c) evidence that is typical
- (d) evidence that is up to date
- (e) evidence that is unprejudiced
- (f) evidence that is from a reliable witness
- (g) evidence that reveals, or suggests, a causal relationship.

Each definition and example is to contain from 20-30 words. Paper will primarily be assessed according to the kinds of examples given. 40 minutes will be allotted for writing.

Objective 4: In class, the student will be given three paragraphs from which he will point out, orally, the underlying assumption of each. The student will be given 10 minutes to make his presentation.

Objective 5: Outside of class, the student will write an essay of 200-300 words, on a topic to be assigned, demonstrating the technique of inductive reasoning. The paper will be assessed according to organization and the validity of evidence presented to support the thesis. One week's notice will be given for preparation.

III. GOAL:

The student will become familiar with the method employed in deductive reasoning.

Objective 6: In class, the student will be given five paragraphs from which he will construct, in writing, five syllogisms. Time allotted will be 50 minutes for writing.

UNIT V

Style, Tone, and Sentence Pattern

Historically, style is considered related to four concepts: (1) Ornament which sets forth the idea that words are the dress of thoughts; (2) The man which suggests that a man's style reveals his temperament in terms of virtues and weaknesses; (3) Sincerity which designates deep conviction as a criterion of style; (4) Grace which posits the idea that style is the "indefinable excellence a piece of good writing has." There is still a fifth way in which one can regard style and this unit will address itself to style as an indication of how an author views his world and comes to grips with its problems. This approach does not preclude the four historical concepts, but merely provides them with a framework.

Related to style are tone and sentence patterns. Tone suggests an author's attitude toward his subject matter and/or his audience. Three kinds of tone can be described as impersonal, or objective point of view; informal which attempts to include the audience in a chatty manner; the confessional, or openhearted approach. As the tone is related to the style, so is the sentence pattern related to the tone. The distinction between balanced sentences, loose sentences, and periodic sentences are intimately connected with the attitude that an author takes to his subject matter and his audience. For the purposes of this unit, we shall consider the balanced sentence as one which indicates an analytical tone related to a pedagogical approach; the loose sentence as one which suggests a sceptical tone and relates to a humanistic approach; and the periodic sentence as one which implies a firm tone related to an authoritarian approach.

Objectives

- I. COAL: The student will be able to recognize problems that individual authors try to come to grips with.
- Objective 1: Outside of class, the student will read a group of assigned essays and come to class prepared to identify the problem posed in each essay. Presentation will be oral and each student will have ten minutes to make his presentation.
- Objective 2: In class, the student will identify, from a group of assigned essays, the kind of problem an author poses in terms of whether it is a private or public problem. Positions taken will be supported by evidence from the text of the essay. Presentations will be oral and the student will be allowed ten minutes for his presentation.
- Objective 3: In class, the student will write an essay of 150-250 words in which he will analyze a given piece of writing in terms of the question the author poses, the kind of question it is (private or public) and evaluate the writing as to its universal or specific appeal. Statements are to be supported by textual evidence. 50 minutes will be allowed for writing.
- II. COAL: The student will be able to differentiate the kinds of tone used in written works.
- Objective 4: Given two prose selections in class, the student will identify the tone of each and then discuss how the tones are revealed. The student will give at least three reasons and evidence to support the reasons for each choice. Time allotted for writing will be 30 minutes.
- Objective 5: Outside of class, the student will write an essay of 200-300 words using either an impersonal tone, an informal tone, or a confessional tone. A topic will be assigned one week before the essay is due.
- Objective 6: In class, given two prose selections, the student will identify the tone of each selection, describe the manner in which the author approaches the subject matter in terms of comic, tragic, and/or ironic tone. 30 minutes will be allotted for writing.
- III. COAL: The student will understand and differentiate between kinds of sentence patterns.
- Objective 7: In class, the student will be given a group of paragraphs from which he will identify sentence patterns that are

balanced, loose, and/or periodical. The student will give two characteristics related to each choice made. 30 minutes will be allotted for writing.

Objective 8: Outside of class, the student will write an essay of 200-300 words, on an assigned topic, in which he will pose a problem, adopt a particular tone, or attitude, and use sentence patterns that basically reflect the tone and deal appropriately with the problem. The paper will be assessed according to the difficulty of the problem the student attempts to come to grips with and the organization and clarity of the writing.

Criterion of performance is 80%.

MEDIA

Handbook, pp. 306-347

Reading, pp. 347-369; 503-506.

UNIT VI

The Short Story

Essentially, the short story contains three elements of narrative structure, the narrative substance, the narrator, or point of view, and the story form. These elements contain the following characteristics: the narrative substance is the incident or event from which the story grows; the narrator is the character or voice who tells the story and suggests a particular point of view; the story form is the organization that unifies the short story by giving it shape or design and the features that characterize the organization are the theme, the parts of the story which go to make up the whole, the tone, the symbols, motifs, and images, and point of view from which the story is told.

The short story unit is designed to prepare the student for work in English Reading and Composition 2.

Objectives

- I. GOAL: The student will be able to identify the characteristic features of structure in a short story.
 - Objective 1: Outside of class, the student will read a group of assigned short stories and make notes on the narrative structure, the narrator, and story form of each of the stories.
 - Objective 2: In class, the student will orally identify and give examples of the theme of an assigned short story. 10 minutes will be allotted for individual presentation.
 - Objective 3: Outside of class, the student will write an essay of 200-300 words in which he will identify and give examples of either a symbol, motif, or myth that is prevalent in an assigned short story. Examples are to be documented according to the form given in The MLA Style Sheet. The paper will be assessed according to organization and significance of evidence presented to support the thesis.

Objective 4: In class, the student will write an essay of from 100-150 words identifying the narrator in an assigned short story and give examples of his point of view. Open books may be used to give examples to support the thesis of the essay. Time allotted for writing will be 30 minutes.

Criterion of performance is 80%.

ENGLISH OBJECTIVES: SET# 2

Unit I

Pre-Assessment and Review of Punctuation and Mechanics of Spelling, Capitalization, Apostrophe, Hyphen--For Use in Writing

All Peoples have language, and languages develop as speech. All literate Peoples have writing systems, which reflect and in some ways amplify oral systems. In some ways, a writing system may be more precise and revealing than its corresponding oral system, making such words as girls and girl's distinct. Writing systems require rules and mechanical conventions for clear communication.

Objectives

- I. Goal: The student will understand the importance of and be able to use correct punctuation in sentences and compositions.

Objective: 1. Given in class an unpunctuated passage, the student will insert all necessary marks of punctuation.

2. Given in class a list of sentences, the student will insert the necessary punctuation marks.

- II. Goal: The student will display his ability to write a composition without the assistance of dictionary or other printed aids.

Objective: 3. In class, at the first meeting, the student will compose a two (absolute minimum) to three (maximum) page essay in ink on paper provided on which the topic will be written. Paper must be clear, concise, and logical, using correct grammar, mechanics, and punctuation. The essay will not be given a letter grade nor will it be returned. It will, however, determine your right to remain in this class. Should your level of written expression be such that you cannot remain in the class, the instructor will meet with you personally before transferring you elsewhere. Do your very best!

- III. Goal: The student will demonstrate his ability to follow directions.

Objective: 4. On two sheets of paper which will be provided, the student will carefully follow all of the directions.

Objective: 5. On a page of categories which will be provided, the student will mark one of each which most "expresses" him.

IV. Goal: The student will know the rules for the mechanics of Grammar, Spelling, Capitalization, Apostrophe, Hyphen, and be able to use them correctly.

Objective: 6. Outside of class, the student will review from the textbook the sections on the Mechanics of Spelling, Capitalization, Apostrophe, Hyphen, and others and prepare the exercises A, C, and D on pages 524-526. Study the spelling words on page 527 and be prepared for a class quiz on 100 of them.

Objective: 7. In class the student will demonstrate his ability to use the apostrophe, hyphen, and capitalization correctly in 25 sentences which he will be given.

Unit II

Rhetoric and the Paragraph

"Rhetoric is the art by which discourse is adapted to its end."

--George Campbell

Rhetoric, considered broadly as the art of discourse, as the technique of effective communication, is fundamental in education. Although its honorable ancestry extends from Classical Greece and Rome where it was one of the pillars of education, it was later expanded to include all forms of discourse and, recently, to emphasize writing. Today rhetoric embraces such related subjects as grammar, logic, and usage. This course will stress rhetoric of modern standard written English, attempting to provide guides for writing and also demonstrating how the principles of good writing can be derived from the analysis of successful prose.

Objectives

- I. Goal: The student will understand what a topic sentence plus comment ("idea for a theme") is and be able to use one in a paragraph.

- Objective: 1. In class, given three general topics, the student will compose a topic sentence and a comment sentence for each.
2. In class, given a topic sentence, the student will compose a 100-150 word paragraph, containing at least two developed comment sentences.
3. Outside of class, the student will develop three topic plus comment sentences which can be the basis for composition of three essays of about 250 words each.
4. In class, given a paragraph lacking an opening sentence,, the student will construct an appropriate topic sentence.

- II. Goal: The student will understand the paragraph as definition, generalization, and relation and be able to demonstrate this understanding.

- Objective: 5. Given three topic sentences in class, the student will compose three paragraphs which will be one of definition, classification or description; one which involves generalization; and one which expands a relational

proposition.

III. Goal: The student will understand basic paragraph patterns and the underlying structural devices of coordination and subordination.

- Objective: 6. In class, given several sample paragraphs varying in structure, the student will analyze each in terms of topic, subtopic, development, and conclusion by labeling each sentence as to which part of the structure it is.
7. Given a paragraph in class which is disorganized, the student will reconstruct it into an organized paragraph, with topic sentence and orderly plan of development, utilizing coordination and subordination.

IV. Goal: The student will be able to distinguish fact from judgment, general from specific, and will understand the principles of analogy and amplification, comparison and contrast.

- Objective: 8. Outside of class, the student will construct two paragraphs--one of which will be factual, citing particulars, examples, and illustrations; the other will be judgmental or general in its topic sentence but will explain its general observations in terms of specifics.
9. Using the topic sentences which you developed in Objective 3, the student will construct three completely developed paragraphs, using analogy in one, comparison and contrast in another, and amplification in the third--to be done in class.
10. Given ten examples of the rhetorical devices of extended illustration, analogy, comparison/contrast, restatement/amplification, the student will identify them accordingly.

V. Goal: The student will understand the concepts of coherence and continuity and their importance in the paragraph. He will be able to write a coherent paragraph with continuity, using the structural devices of repetition, word order, and transitional words.

- Objective: 11. Given a paragraph in class lacking coherence and continuity, the student will rewrite it, improving this deficiency.
12. Outside of class, the student will write a 250-350 word theme in which he will use at least five of the rhetorical devices learned in this unit. Include a good topic sentence and comment, paragraphing development, and definition and illustration, in addition to the other devices.

Unit III

Organization

Composition is, in essence, a process of imposing order, or organization. All writers have the same words at their disposal. The problem is to put them into patterns--sentences, paragraphs, chapters, books. In expository writing, which is the type the student is doing in this course, the writer does not invent material or make up facts; rather, he finds them and puts them in order. He converts his raw material into a creation of his own by organizing details to suit his particular purposes. Material can be ordered in almost infinite ways to suit the purposes and main ideas of different writers. In longer compositions paragraphs are ordered into a pattern similar to the manner in which sentences are ordered to focus on the topic sentence of a paragraph. The same coherence sought in paragraphs by use of transition and other devices are used in the longer paper to give it continuity. Most of the following objectives, therefore, simply extend and elaborate basic principles already considered for the paragraph, with the introduction of techniques useful for organizing more extensive material than for a single paragraph.

Objectives

- I. Goal: The student will understand and be able to apply the techniques of analysis and classification.

- Objective: 1. In class the student will identify ten examples of analysis as used in writing, from selections provided, of temporal, institutional, argument, parts of process, characterizing, or literary analysis.
2. In class, given a list of five broad subjects, the student will narrow them by analysis and then will write a theme sentence for each in which he announces the subject of the proposed essay and gives sufficient indication of the basis on which the analysis was made.
3. Given several lists of items of classification, the student will indicate one item in each which is incorrect, because it has not been classified on the same basis as the other items.

I. Objective: 4. Given two paragraphs, in class, the student will identify one as an example of analysis and one as classification, enumerating the reasons for his decisions.

II. Goal: The student will understand the various types of writing organization and the use of the outline as tool for such organization.

Objective: 5. Given in class examples of chronological, spatial and logical organization, the student will be able to recognize each type, and state the reason for his decision.

6. In class, given an essay of several paragraphs, the student will outline it, making sure to record the classification of material and its arrangement to reveal coordination and subordination.

7. Outside of class, the student will read assigned essay and then correctly outline it.

III. Goal: The student will understand how transitions, introductions, and conclusions reveal the organization of a composition and be able to apply them to compositions.

Objective: 8. Given several sample short essays in class, the student will indicate which of their sentences provide the introduction, transition, and conclusion.

9. Outside of class, the student will write a composition of 250-350 words, using the organizational skills learned in this unit, making certain to provide an adequate introduction, transitions, and conclusion. He will first outline his essay and work from the outline in his development. The composition must be submitted with the outline attached.

Unit IV

Controlling Ideas

Writing requires thinking, but we must think about something. Reasoning is involved in thinking; orderly reasoning requires definition, induction, and deduction; all the processes are present and work together. They are essential to the kinds of techniques considered earlier in the preceeding units--the framing of a main idea or the establishment of a proposition through the development of an idea. All combine to make thought a kind of chain of reasoning. In order to produce clear writing, the links must be kept untangled.

Objectives

- I. Goal: The student will understand definition in writing, how it is developed, and be able to apply it in composition.

- Objective: 1. Given a list of six terms, the student, outside of class, will define them in complete sentences, using three different methods of definition for each.
2. Given simple passages of rhetorical and scientific definition: logical or formal, description, example, comparative and metaphorical, by contrast or negation, by origin, process, or growth, the student will indicate which is exemplified and whether or not it is adequate. This will be done in class with the aid of the textbook.

- II. Goal: The student will understand the use of inductive reasoning in writing and the importance of relevant, reliable evidence to support inductive generalization and hypotheses.

- Objective: 3. Outside of class, using the textbook definitions, the student will secure examples of (1) inadequate evidence, (2) irrelevant evidence, (3) typical evidence, (4) evidence not up to date; (5) prejudiced evidence, (6) unreliable evidence, (7) causal or coincidental evidence. These may be extracted from media such as newspapers, magazines, etc., or they may be constructed by the student.
4. In class, given a series of sentences or statements, the student will induce from them a paragraph for which they provide relevant evidence. He will make certain that

- II. the topic sentence defines the theses and that the conclusion is logical and appropriate, with irrelevant items eliminated.
- III. Goal: The student will understand logic or deductive reasoning as a thought process and be able to apply generalizations (deduce) to support specific cases in composition.

Objective: 5. In class, the student will be prepared to orally discuss and define deduction and induction, describing how the process of thinking utilizes both processes in a logical procedure.

6. Outside of class, the student will formulate three valid syllogisms, each one including a major premise, minor premise, and a conclusion. The syllogism must be true as well as valid.
7. In class, the student will identify from a list of ten syllogisms those which are valid because they contain premises which are true, clear, and stable.
8. Given a paragraph, in class, the student will identify the syllogism, although its premises are assured and not formally stated, which is the way deduction usually works in expository writing.
9. Outside of class, the student will compose a 350-500 word essay demonstrating his learning of this unit's rhetorical devices of induction, deduction, and definition, supporting conclusions with reliable evidence and with logic. From the list of controversial topics, the student is to select one, using half of his composition to argue one side of the issue and the other half to expound the other side. Both arguments shall be so well supported that the student's personal bias remains unrevealed.

Unit V

Sentence Rhetoric

All languages are composed of units of various sizes, most frequently of three sorts: small units of meaning (words), extended compositions, and intermediate combinations of words or other semantic units (sentences). They can be studied in two ways: the way they are made and the way they work, which is grammar; or the way they may be appropriately used to suit the needs of speaker or writer, a study which is called rhetoric. This course, which is chiefly concerned with writing, discusses grammar primarily as grammar illuminates rhetoric.

Objectives

- I. Goal: The student will understand the concept of grammar and be familiar with some of the approaches to it.

Objective: 1. In class, given 25 true/false statements, the student will correctly answer a minimum of 20 on grammar concepts and approaches, as discussed in his textbook.

- II. Goal: The student will understand the function and construction of a "kernel sentence" and be able to identify it in compositions.

- Objective: 2. In class, given ten sentences, the student will identify in each its subject, verb, complement (subject or object), and modifier.
3. In class, given a list of sentences, the student will identify their verbs as intransitive, transitive, or linking verbs.
4. In class, given a list of sentences, the student will indicate whether they contain object or subject complements.
5. Given a list of sentence fragments, the student will identify which are successful and intended for special literary effect, and which are unsuccessful and reflect carelessness or ignorance of the English sentence patterns, and thus are in error.

- III. Goal: The student will understand the function of predication and be able to use it correctly in themes.

- Objective: 6. Outside of class, the student will rewrite the sentences in Exercise 13 of the textbook, page 221, using active verbs and concrete subjects instead of the abstract form as given.
7. Given a list of sentences in class, the student will revise and rewrite those which contain faulty predication, so that subject, verb, and complement work together. The first step must be recognition of the main kernel of each sentence.
8. Outside of class, the student will select five sentences from his own previous essays and improve the predication, submitting both the original sentence and the revised one. He will concentrate particularly on changing abstract to specific subjects, appropriate to the verbs, which should be vigorous.

IV. Goal: The student will understand variations in sentence patterns, especially the concepts and use of expletives and passive constructions and be able to apply them in composition.

- Objective: 9. Given a list of sentences, in class, the student will rewrite them, changing those which contain expletives to normal order of subject, verb, complement; changing those in normal word order to expletives.
10. Given, in class, a list of sentences using the passive; the student will indicate which ones represent the special situations when it is properly used and which weaken the prose. He will rewrite the sentences which are weak, putting them in better form.
11. In class, the student will write an essay of approximately 250 words in which he will incorporate both the passive and expletive constructions at least twice each.

V. Goal: The student will understand the concepts of coordination and parallelism in sentences and be able to apply in compositions.

- Objective: 12. Given a list of sentences, in class, the student will rewrite them, coordinating two or more into complete, coherent sentences.
13. Given a list of sentences, in class, the student will indicate which ones contain faulty parallelism and rewrite them in correct form.
14. Given a list of sentences, in class, the student will rewrite them, using the more economic form of comparison, making sure the structure is parallel also.

VI. Goal: The student shall understand the principles of subordination and modification and be able to use them correctly.

- Objective: 15. In class, the student will be provided a list of sentences in groups which he will combine into single

sentences.

VI. Objective: 16. In class, the student will revise a list of sentences in order to make modifications clear and logical.

17. Using textbook, pages 275-276, outside of class, the student will compose a theme from the facts given, subordinating as many details as the material warrants. The length of composition will be 250-350 words.

VII. Goal: The student shall understand the concept of coherence within a sentence and the manner in which function words, reference and agreement devices promote coherence.

Objective: 18. The student will combine from a list provided in class, each of a pair of clauses into different sentences, as many as possible, varying meanings or shades of meaning by varying conjunctions or conjunctive adverbs. He may change the order of the clauses and make necessary changes in forms of words.

19. The student will revise, in class, sentences from a list provided, correcting any examples of illogical word reference.

20. From a list of sentences, in class, the student will fill in for each blank the appropriate present tense form of the verb in parentheses.

21. In class, from a given list of sentences, the student will choose one of two pronouns which agrees in number with the collective noun to which it is antecedent.

22. Outside of class, the student will write a composition of 350-500 words, in which he will attempt to incorporate as many as possible of the concepts learned in this unit. These are: correct sentence patterns, expletive and passive construction, coordination, subordination, parallels, modification, coherence, and correct predication.

Unit VI

Style

Style is the name given to the particular combination of characteristics that gives any piece of writing its distinction--that differentiates it from other writing. Style is the "character" of writing. It includes all that has been discussed thus far in this course and that will be discussed in subsequent units. To some degree, "style is the man." Fundamental to it are content, matter, meaning, information. The same habits that produce clear thinking also promote good writing style, which requires both knowledge of a subject and knowledge of language--what it is, how it works, how it can be used. One of the most important of the many ways in which a writing style develops is from reading. Many great writers such as Chaucer, Robert Louis Stevenson, Alexander Pope, and Benjamin Franklin learned by direct imitation of the style of others.

Objectives

- I. Goal: The student will understand style, being able to recognize its variations and how it is achieved. He will be able to compose essays in styles appropriate to content, to achieve desired effect.

- Objective:
1. Outside of class, the student will select paragraphs from three different essays (selected either from Contexts for Composition, a newspaper columnist known for his writing ability, or from a novel). He will type these paragraphs, and will analyze each briefly in terms of the type of style it represents, such as emphatic, rhythmic, intentionally choppy, etc.
 2. Given a list of sentences in class, the student will identify them as either cumulative or periodic in type.
 3. Given a student theme, in class, the student will re-write it, improving its style in any way he can, paying particular attention to clarifying and emphasizing relations between ideas by subordination.

- II. Goal: The student will understand the manner in which style grows both from point of view and tone or attitude of the writer.

- Objective:
4. The students, in class, will orally compare two paragraphs on the same subject, in terms of how they differ in point of view.
 5. The students, in class, will orally compare two paragraphs on the same subject, in terms of how they differ in tone.
 6. Outside of class, the student will construct six sentences, one for each of the types of tone: Objective, formal, informal, emphatic or enthusiastic, understatement, and ironic.
 7. Outside of class, the student will follow the instructions on page 341 of the textbook, Exercise 19, which embodies and applies his knowledge of style as it is exaggerated by parody.
 8. Given six paragraphs in class, the student will identify the style and tone of each, giving the reasons for his identifications in short statements.
 9. Outside of class, the student will write a composition of 350-500 words, in which he adapts a particular stance and tone appropriate to it, which incorporates his learning about style from this unit. The topic will be a review of several television commercials that the student has carefully observed.

Unit VII

Words

"Words are the most powerful drug used by mankind."
--Rudyard Kipling

To write well a reader must be acutely sensitive and perceptive. But, he must also have vocabulary to express these perceptions. Modern man needs words as the tools with which he speaks and writes. Reading is the source for a large vocabulary. This part of the course deals with language, the possession of which differentiates man from the animals.

Objectives

I. Goal: The student will understand the nature of language and its history.

- Objective: 1. Outside of class, the student will write a 250-350 word composition tracing the origin and development of the modern English language.
2. Outside of class, using the Oxford English Dictionary, the student will select three roots from the list of indo-European bases on pages 364-365 of the textbook, for which he will find 25 derived cognates in Modern English.
3. Outside of class, using either the Oxford Dictionary of English Etymology or Webster's New World Dictionary of the American Language, the student will look up five meanings for a set of words which will be provided. He will indicate how their meanings have changed, marking them G (generalization), S (specialization), or F (figure of speech), depending on how the meaning seems to have developed.

II. Goal: The student shall understand and appreciate the need for and value of having a good dictionary and being able to use it effectively.

- Objective: 4. Using Exercise 21 on page 388 as guide, the student will inspect library copies of at least three larger dictionaries referred to on page 368 of the textbook, and, outside of class, will write a 250-word essay describing their features and comparing their values, incorporating at least ten new words, not previously a part of his vocabulary. These words are to be under-scored and briefly but adequately defined on a separate page.

III. Goal: The student will understand how words communicate meaning, the various types of words available, and be able to use them effectively in compositions.

- Objective:
5. Given a passage in class, the student will identify and define the figurative or metaphorical expressions it contains.
 6. Given an essay in class, the student will identify at least five examples of connotative meaning of words or expressions which cause the essay to be "slanted."
 7. Outside of class, the student will revise the passage in Section G on page 395 of the textbook, as directed, making sure that metaphorical and connotative expressions are included.

Unit VIII

The Research Paper

Research or investigation directed to the discovery of new knowledge both initiates and supports much in today's society. Research as conceived by scholars and scientists requires experience and background and time. The student in the beginning writing course cannot hope to contribute new knowledge to the world; but he can practice basic methods of research, to prepare for more advanced investigation and to learn more about objective, factual writing. Knowledge of research is also necessary for the individual to participate in world affairs. The research paper, being a relatively long one for a college freshman, provides an opportunity to practice some of procedures expounded in earlier portions of the course.

Objectives

- I. Goal: The student will understand the procedure for preparation of a research paper and will follow this procedure in the actual composition of this project.

- Objective:
1. After a very careful examination of the "General Instructions for the Research Paper" as well as textual information, the student shall secure and bring to class at least two library cards, if he has not already done so--one must be from SACC and the other from either a public library or from the UCLA library.
 2. Outside of class, the student will carefully read Huckleberry Finn, bearing in mind that it will provide the basis for his research project.
 3. The student will tentatively determine the subject for his paper, selecting it either from suggestions provided by the instructor or by some other which he has derived from his reading. If another topic is selected, the student must discuss it with the instructor for approval before proceeding.
 4. In class, the student will practice the proper note-taking procedure, using source material provided by the instructor. He will be prepared to read aloud the notes he takes, for the purpose of comparison with other students, in order to illuminate the best possible method.

- I. Objective:
5. Outside of class, the student will begin gathering his reading materials and compiling his bibliography on 3 x 5 cards, after determining the specific subject and formulating the thesis.
 6. Outside of class, the student will proceed with his research, taking notes on 4 x 6 note cards.
 7. In class, the student will prepare footnotes and bibliography, using sample factual information provided, to demonstrate his ability to follow the procedure correctly. The rules to adhere to are those of The MLA Style Sheet, some of which has been reproduced for you, together with other instructions for the research paper.
 8. Outside of class, the student will prepare an outline of his paper which he will submit, together with his note cards and bibliographical cards, to the instructor by the following Monday. They will be checked for correctness of method and returned to the student. The student whose outline and cards are incorrect is required to make an appointment with the instructor for clarification before he continues with his research paper.
 9. The student will write the rough draft of his paper. This should be carefully read and refined before the finished copy is typed. The research paper is due . Don't forget: it must be accompanied by five xeroxed footnote sources.

ENGLISH OBJECTIVES: SET # 3

VI. Unit 1 Writing the Paragraph

A. The Student will be able to organize his written ideas in an acceptable paragraph pattern.

Objective 1. Given a list of paragraphs, with each sentence in each paragraph numbered, the student will select the run-together sentence and note it by number. The work is to be done in class, within 15 minutes, to 80% accuracy.

Objective 2. Given a list of sentences, each written on three lines, the student will select the line which contains a word improperly used and designate it by letter. The work is in class, within 15 minutes, to 90% accuracy.

Objective 3. Given a list of paragraphs, with each sentence in each paragraph numbered, the student will select the sentence fragment and note it by number. The work is to be done in class, within 15 minutes, to 90% accuracy.

Objective 4. Given a list of sentences, the student will select those which meet the criteria of topic sentences, in class, within 20 minutes, to 80% accuracy.

B. The Student will be able to combine paragraphs to form an organized essay.

Objective 1. Outside of class each student will write a paper of 300 - 500 words, with no fragments, no run-on sentences, and no more than five punctuation errors. The topic will be one of the five announced in class and the student will have full access to the library facilities; the paper is due in three days from assignment.

Objective 2. Given five topics, the student, in class, will write an essay of 250 - 300 words on one of the topics, no fragments or run-ons allowed, misspelling will not be penalized, no more than five punctuation errors, no dictionaries or other aids allowed. The entire period will be given to the task, if needed.

VI. Unit 2 Preparing the Research Paper

A. The Student will be able to use the library effectively in obtaining information for his paper.

Objective 1. Given a list of the various library services noted on the tour, the student will describe each service in from 50 - 100 words. Work to be done in class during an entire class period, with every service described at least in some degree.

Objective 2. The student outside of class will write a paper of 400 - 700 words identifying his procedure, step by step, which he will use in preparing his reasearch project.

B. The student will be able to prepare a research paper in properly documented form.

Objective 1. Given the material information needed to prepare a footnote, the student will write the footnote in proper order, in class, within 5 minutes, with only one error allowed.

Objective 2. Given the material for an entry in a bibliography, the student will write the information in proper order, in class, within 5 minutes, with only one error allowed.

Objective 3. Outside of class time, with full use of the library the student will write, in proper form, a research paper on the subject he has selected from the list, to be 10 - 15 pages, typewritten, double-spaced, with footnotes and bibliography. The paper is due one month from assignment date, no more than three errors of any kind will be allowed per page: spelling, punctuation, sentance structure, footnote form, etc.

VI. Unit 3 Speech Types and Organization

A. Students will understand various types of speech organization.

Objective 1. Given a list of terms the student will identify the terms which do or do not agree with the type of organization being described. Work to be done in class, within 30 minutes, 80% correct.

Objective 2. Given a list of terms used in various systems of speech organization the student will describe the function of each term to the speech as a whole, within 30 minutes, in class time.

B. Students will be able to analyze famous speeches of the past as to their structure and historical setting.

Objective 1. Outside of class, the student will listen to the LP record, Famous Speakers of the Past, at the Audio-Visual Center, and write a paper of 500 - 650 words giving the historical setting of one of the speeches. Full use of the library is allowed, and criteria studied in class for such evaluation must be followed..

Objective 2. Outside class time, a paper will be written analyzing according to our class study criteria, the structure of the Inaugural Address of John Kennedy, of 300 - 500 words, with full use of library.

C. The Student will be able to speak in the classroom situation.

Objective 1. The student will give a speech to Inform on a subject of his own choosing, 5 - 7 minutes long, according to the criteria of such speeches to 80% accuracy, notes are allowed.

Objective 2. The Student will give a speech to Stimulate on a subject chosen from the class list, 5 - 7 minutes, according to the criteria for such speeches to 80% accuracy, notes are allowed.

Objective 3. During the final two weeks of the course, the student will speak in the classroom from 5 - 7 minutes on a pre-assigned subject demonstrating one of the three types of emphasis studied in class to 80% accuracy. One side of a 3X5 note card will be allowed for notes.

VI. Unit 4 Critical Study of Essays

- A. The student will be able to recognize the principal thought contained in his reading.

Objective 1. Given a paragraph from a previously studied essay, the student will select the statement which most identifies the content of the paragraph. In class, within 40 minutes, to 80% accuracy.

Objective 2. Given a poem, previously studied in class, the student will select the description which identifies the most comprehensive meaning of the poem.

- B. The student will gain a functional use of an increased vocabulary.

Objective 1. Given a group of sentences with certain words underscored, the student will select from several choices the combinations which correctly interpret the underscored words, in class, within 30 minutes, to 80% accuracy.

- C. The student will express himself orally and in written form concerning the issues discussed from the essays in Pro and Con.

Objective 1. Given three sets of Pro and Con essays, each student will select a side and deliver a 5-7 min. speech to convince on the subject. In class, one page of notes, according to criteria of speeches to convince to 80% accuracy.

Objective 2. Given three sets of Pro and Con essays, each student will write in class, his convictions as to the importance or unimportance of the issues, 300 - 400 words, 50 min. No more than 6 errors allowed. In class.

- D. The student will express himself on issues of immediate concern to him.

Objective 1. Given a list of subjects stated as propositions to be defended, the student will write outside of class a paper of 500 - 700 words stating his position on the matter, using the related criteria for rational thought presented in class. Three errors per page, typewritten, double-spaced.

VI. Unit 5 Analysis of the Novel

A. The student will understand the method of evaluating and analyzing the novel.

Objective 1. The student will read a novel from the list and describe it in class orally, identifying the parts of the novel according to the criteria established in class. A maximum time of 18 minutes will be allowed, any number of notes allowed.

Objective 2. The student will write a paper on one aspect of the analysis of his novel, written outside of class, 5-7 typewritten, double-spaced pages.

Objective 3. Given a list of the major bases of analysis of the novel, the student will describe each basis in class, 25 words or less, with 100% accuracy.

ENGLISH OBJECTIVES: SET # 4

Unit I

Rationale:

English 1A should concentrate on developing the student's ability to think critically and to communicate his ideas in discussion and in essays. In subsequent college courses, he will not fail an exam due to five gross grammatical errors but rather due to his inability to understand certain concepts within the course material and/or his failure to develop a logical argument about the ideas within a given work, or themes of various authors, or the efficacy of the newest medical discoveries.

Thus the student should realize the importance of being able to express his ideas with critical insight and logical progression. Initially, given a relaxed atmosphere, he should be able to disengage his mind from a pre-occupation of "Should I say 'is' or 'are'?" and try to express his ideas freely. Unit I is designed to acquaint the student with the rationale and goals of the course and to provide a relaxed atmosphere where he may express himself without fear of rebuff or grammatical correction.

General Objective:

The student will understand the three principal goals of English 1A and will participate in a class discussion.

Specific Objective: (First meeting)

1. In class the student will listen to Nilsson's recording of "Everybody's Talking." (100%)
2. After listening to the recording, the student will participate in a class discussion on the theme of the song. (50%)
3. The student will listen to a brief lecture given by the instructor which will relate the song's theme and the rationale and goals of the course. (100%)

Specific Objective: (Second meeting)

1. The student will listen to Simon and Garfunkel's recordings of "America," "Faking It," and "At the Zoo." (100%)
2. After listening to each recording, the student will participate in a class discussion on the ideas conveyed by the song. (80%)
- 3.* After listening to all three recordings, the student will ^{write} ~~write~~ in 25 words or less ~~write~~ at least one connecting idea or theme apparent in all three recordings. (100%)

Unit II

Rationale:

Ideas must be communicated in basic thought patterns. The early emphasis on paragraph construction follows the theory of building blocks. Once the student develops the ability to write a coherent fundamental thought unit, he will be able to write essays which encompass broader ideas and require greater detailing and fuller exposition.

The student's paragraph work will not be graded but will be returned with comments and suggestions (with the exception of the first one which become a test item on the final). The student must complete four of the five assigned paragraphs in order to have completed Unit II. No late papers will be accepted, except in cases of dire emergency or extended illness.

General Objective:

The student will be able to write a paragraph of at least five sentences. The sentences will contain a minimum of grammatical errors and will reflect logical thought development.

Specific Objective:

First Wk.

- Mon. 1. The student will listen to the Beatles' "All the Lonely People."
(Class Rptg)
- 2.* Given four possible themes of the song, the student will choose the one he feels most appropriate and will write, in class, a paragraph between 100 and 120 words discussing his reasons for choosing that theme. (100%)
- Wed. 1. The student will have read pgs. 18-22 in Writing With A Purpose. (WMP).
2. The student will listen to a lecture on the imagist movement in poetry.
- Fri. 1. The student will receive a ditto sheet of 4 imagist poems and will participate in a class discussion of 3 of them.
- 2.* At home, the student will write a paragraph between 100 and 120 words, discussing the theme of the fourth poem on the ditto sheet.

Second Wk.

- Mon. 1. The student will have read WMP, pgs. 109-140.
2. The student will listen to a class lecture and will participate in a class discussion on the material assigned.
- Wed. 1. The student will listen to a reading of Robert Lowell's "The Drinker" and will then receive a ditto copy of the poem.
- 2.* In class, in 120 words or less, he will write a paragraph discussing ~~the significance of the ending image.~~ the significance of the ending image. (50%)
- Fri. 1. The student will listen to a lecture on the objective correlative. Students who failed objective #2 on Wed. should

be able to achieve the objective after listening to the lecture and revising his paragraph.

- 2.* At home, he will examine 4 poems received in class and will identify the objective correlative in 3 of the 4 poems. (70%)

Third Wk.

Mon. 1. The student will have read WWP, pgs. 141-164.

- 2.* In class, the student will do exercise D on pg. 163-4. (100%)

Wed. 1. The student will have read WWP, pgs. 165-202.

2. The student will listen to a lecture on diction and will participate in class discussion.

Fri. 1. The student will view a 20 minute film.

- 2.* In class, the student will write a paragraph of 100 to 120 words discussing the ideas conveyed by the film. (100%)

Fourth Wk.

Mon. 1. The student will receive and read in class a ditto sheet of excerpts from Hemingway's The Sun Also Rises.

2. The student will listen to a lecture on the relationship between Hemingway's style and his themes.

Wed. 1. The student will receive and read in class a ditto sheet on excerpts from Fitzgerald's The Great Gatsby.

2. The student will listen to a lecture on Fitzgerald's style and its relation to his themes.

Fri. 1.* In class, the student will identify two excerpts from The Sun Also Rises and The Great Gatsby on a given ditto sheet. He will then write a 120 word paragraph commenting on the difference in style. (80%)

Fifth Wk.

Mon. 1. The student will listen to a lecture on the grammatical problems occurring most frequently in the class' work.

Wed. 1. The student will have read WWP, pgs. _____.

2. The student will listen to a lecture and participate in a class discussion.

Fri. 1.* ^{The student will be given an} ~~objective~~ objective test on problems most frequently occurring in class' work. (70%)

Unit III

Rationale:

The student should now have completed a minimum of 4 exercises in both critical thinking and paragraph construction and have received suggestions and comments from the instructor on each exercise.

With such work serving as a background, the student should now be prepared to write 350-450 word essays in various methods of exposition. These essays will be written in class and will be graded. The lowest grade will be dropped, but no late papers will be accepted except during cases of extended illness.

General Objective:

The student will be able to write in class a 350-450 word essay for the six different methods of exposition: Illustration, comparison and contrast, classification, structural analysis, critical analysis, and extended definition.

Specific Objective:

First Wk.

- Mon. 1. The student will have read WWP, pgs. 55-66.
2. The student will listen to a lecture on the assigned material.
- Wed. 1. The student will have read SSM, pgs. 24, 57-8, 75-87.
2. The assigned material will be discussed in class.
- Fri. 1. The student will write during class hour an essay of illustration consisting of 350-450 words.

Sample question:

Having read the following selections based on the racial problem, in your essay, make a general point about this problem, and illustrate it with at least two references to the readings: 24, 57-8, 75-87, 159-166.

Second Wk.

- Mon. 1. The student will read Rod McKuen's "Stanyan Street" from a given ditto sheet and then will listen to the poem put to music by Glenn Yarborough.
2. The student will participate in a class discussion comparing and contrasting the effectiveness of the different media in presenting the theme of the poem.
- Wed. 1. The student will have read SSM, pgs. 217-18.
2. The student will listen to the record "In the Year 2525."
3. The student will participate in a class discussion comparing and contrasting the attitudes of the two media.

- Fri. 1. The student will write in class an essay of comparison and contrast of at least 350 words from a topic listed on the blackboard.

Third Week

- Mon. 1. The student will have read WWP, pgs. 67-69.
2. The student will listen to a lecture on classification.
- Wed. 1. The student will have read SSM, pgs. 61, 181-2, 97, 28, 176-180, 197-9.
2. The student will participate in a class discussion on the assigned material.

- Fri. 1. The student will write an essay of at least 400 wds. exemplifying a classification topic previously chosen and outlined outside of class.
Sample topics:
Choose one:
1. three types of poems in SSM
2. three types of stories in SSM
3. three types of paintings in SSM

Fourth Wk.

- Mon. 1. The student will have read WWP, pgs. 45-54.
2. The student will listen to a class lecture.
- Wed. 1. The student will have read SSM, pgs. 76-7, 58-9, 140-1 185, 187.
2. The student will participate in a class discussion on the critical analysis of these assigned poems.
- Fri. 1. The student will write an essay of 400 words analysing the structure of Robert Lowell's poem, "The Union Dead." The essay will be done in class.

Fifth Wk.

- Mon. 1. The student will have read WWP, Pgs. 219-235; SSM, pgs. 75-87.
2. The student will listen to a lecture on the critical analysis of literature.
- Wed. 1. The student will listen to a lecture discussing the most frequent grammatical and structural problems exhibited in the class essays.
- Fri. 1. The student will write an open-book critical analysis of a short story assigned at the end of last class. The essay will be written in class and will be between 350-450 words.

Sixth Wk.

- Mon. 1. The student will have read SSM, pgs. 134-138, 189-91, 146-150, 223-226.
2. The student will listen to a class lecture on the assigned material.
- Wed. 1. The student will participate in a class discussion of the

assigned material.

Fri.

1. The student will write an essay on extended definition between 350-450 words, to be written in class. (Definitions of given terms already looked up before class)
Sample question:
Choose one of the terms below. Begin your essay with material from several large dictionaries. Extend your definition with illustrative quotes from the SSM selections indicated.
 1. "satire" -- pg. 134, 107, 189
 2. "symbolism" -- any three poems in SSM
 3. "slanted writing" pg. 146
 4. "art" -- Pg. 225, 223-4

Unit IV

Rationale:

Experience in the proper procedures of writing a research paper will prove valuable to the student intent on pursuing a college career. At the four-year college, he will be continually required to compile research papers and utilize the library, regardless of his major specialization.

No student will pass the course with a grade of "D" or better unless he submits a term paper of 1500 words.

General Objective:

The student will write a coherent, unified research paper of 1500 words which favorably demonstrates the student's ability in critical analysis and logical thought progression. The paper may be either on a controversial subject, such as "The Legalization of Marijuana" or on a literary subject, such as "The Symbolism in The Lord of the Flies." In either case, the student's research should result in the student's drawing a conclusion about the subject.

Specific Objective:

First Wk.

- Mon. 1. The student will have read WWP, pgs. 251-255.
2. The student will listen to a lecture on the goals of the research paper.
- Wed. 1. The student will submit 3 topics for his research paper in order of preference.
2. The student will meet in the library and hear a lecture by the head librarian.
- Fri. 1. The student will receive approval on one of his topic choices.
2. The student will have read Caravan, pgs. 1-29.
3. The class will meet in the library and examine sample bibliography cards.

Second Wk.

- Mon. 1. The student will have read Caravan, pgs. 30-41.
2. The class will meet in the library and examine sample note cards.
- Wed. 1. In class, the student will work on the outline for the term paper and consult with the instructor.

- Fri. 1. Continuation of Wednesday's objective.

Third Wk.

- Mon. 1. The student will have read Caravan, pgs. 42-50.
2. The student will listen to a lecture on plagiarism.
- Wed. 1. The student will work on note cards in class.

Third Wk.

- Mon. 1. The student will have read Caravan, pgs. 42-50.
2. The student will listen to a lecture. (Topic: Documentation)
- Wed. 1. The student will work on note cards in class.
- Fri. 1. The student will turn in bibliography and note cards and topic outline.

Fourth Wk.

- Mon. 1. The student will have read Caravan, Pgs. 50-54.
2. The student will listen to a lecture. (Topic: Writing ^{the} Rough Draft)
- Wed. 1. In class, the student will work on the rough draft for his paper (following approval of his outline).
- Fri. 1. The student will turn in his rough draft.
2. The student will participate in a discussion of the problems he is encountering in his work on the paper.

Fifth Wk.

- Mon. 1. The student will have read WWP, pgs. 342-362.
2. The student will listen to a lecture on logical fallacies.
- Wed. 1. ⁴ The student will be given an objective exercise to determine his ability to cite logical fallacies. (70%)
- Fri. 1. The student will consult with the instructor on any problems he is having before beginning the final copy of the paper.

Sixth Wk.

- Mon. 1. In class, the student will work on the final copy of his term paper.
- Wed. 1. Continuation of Wednesday's objective.
- Fri. 1. The student will turn in his final copy of the term paper.
2. The instructor will review the goals of the final exam.
3. The student will have read WWP, pgs. 205-213 prior to the final exam.